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Essential Resuscitation Skills for  
Medical Students -- Teaching Internal

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Medicine Residents to Incorporate  
Prognosis in the Care of Older  
Patients with Multimorbidity --  
Longitudinal Program in Curriculum  
Development -- Appendix B:  
Curricular, Faculty Development, and  
Funding Resources -- Index -- A -- B --  
C -- D -- E -- F -- G -- H -- I -- J -- K -- L

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-- M -- N -- O -- P -- Q -- R -- S -- T -- U  
-- V -- W

Can the syllabus constitute the curriculum? In this volume, Rocha explores curriculum theory through the lens of the syllabus. By critiquing curriculum studies and the entire field of education, overrun by the social

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sciences, Rocha provides an integrated vision of philosophy of education and curriculum theory, rooted in the humanities. Through an original reconceptualization, this text draws from a broad range of sources – ranging from Classical Antiquity to the present – offering a rich context

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for understanding curriculum as a philosophically salient concept, contained within the syllabus. The Syllabus as Curriculum features actual syllabi created and taught by the author in undergraduate and graduate courses at the University of British Columbia, Canada. These

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curated syllabi work as exemplars and media, supported by pedagogical commentary and context. Inspired by Augustine's Confessions, each part of the book culminates in a metaphorical "garden," which serves as a meditation on the syllabus in three senses: correspondence, essay,

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and outline. An original, powerful, and corrective contribution to the literature on curriculum studies, this work invites teachers and scholars from across the foundations of education, especially philosophy of education, art education, and those invested in curriculum theory, to see

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their contribution in more direct and integral ways.

In this qualitative, expository dissertation, the researcher developed and taught an ethics course for students interested in entering the field of criminal justice for an undergraduate criminal justice



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program at a community college in the state of Maryland, as either a concentration or elective course. New course curriculum development and assessment were examined as part of the process.

While arguments for and against teaching abstinence, the use of

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contraceptives, and sexual identity are becoming more and more polarized, most people agree that students must learn to navigate an increasingly sexual world. Sex Ed for Caring Schools presents a curriculum that goes beyond the typical health education most students receive

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today. As part of a critical pedagogy movement that connects education to social justice enterprises, this book and the corresponding online curriculum encourage students to talk, write, and think about the moral and relational issues underlying sex in society today. Addressing the real

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concerns of today's teens, this book includes lessons on pornography, prostitution, media objectification, religion, and stereotypes.

Children's Life and Moral Learning

Ethics and International Curriculum

Work

Strategies, Problems, and Resources

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Syllabus

Creating a Caring Science Curriculum,  
Second Edition

Contributing to a Global Paradigm  
Shift

Curriculum Development and Review  
for Democratic Citizenship and  
Human Rights Education

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A growing number of higher education institutions in Asia are now integrating ethics courses in their curricula. But the challenge remains to develop courses that can effectively reach their objectives, and to create and use

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teaching materials appropriate to the particular profile of the students and executives in different regions and cultures. In this context, enhancing awareness for ethical dilemmas, proposing frameworks and models to help

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managers handle difficult choices and demanding decisions - while not being moralistic and imposing values - , and presenting alternative approaches through recent and relevant cases are the main objectives of this book. It



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examines teaching methods, learning tools and pedagogical methods effective in the teaching of ethics within the particular context of the rich diversity of Asian cultures, and discusses ethics courses curricula, aiming at

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developing the capacity to deal with a number of issues such as corruption, intellectual property protection, whistle blowing and consumer rights. The relevance and limits of Asian philosophical and spiritual traditions and how

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their underlying values can be a meaningful aspect in the teaching of ethics to managers and business leaders are explored, as are the benefits and limits of corporate codes of conduct and ways to enhance their effectiveness. A

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similar approach is taken to the introduction of “ oaths ” and “ ethics pledges ” among business students, which has been promoted in some business schools.

The book contributes to an

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understanding of an educational shift prevalent in our society toward creating humanizing conditions through pedagogy, that will seek co-existence within the lines of policy while influencing system-wide change.

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Philosopher Michael Boylan and theologian James A. Donahue provide a framework compatible with humanist and theist beliefs that will enable college and university professors to address a full range of ethical

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issues as they arise in classroom discussion, both in the academic disciplines and in professional education.

Workforce diversity refers to a strategy that promotes and supports the integration of human

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diversity at all levels and uses focused diversity and inclusion policies and practices to guide this approach in work environments. While this concept is not new, publications outlining the programming, curriculum, and



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degree demands that should exist in universities to promote workforce diversity skill development are missing.

Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education

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presents conceptual and research-based perspectives on course, program, and degree developments that emphasize workforce diversity skill development and prepare next-generation leaders for the modern

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and emerging workforce.

Highlighting crucial topics relating to career development, human resources management, organizational leadership, and business education, this edited volume is a ground-breaking

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resource for business professionals, scholars, researchers, entrepreneurs, educators, and upper-level students working, studying, and seeking to advance workforce diversity learning across a variety

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Curriculum Development in  
Nursing  
Integrating Sustainable  
Development into the Curriculum  
Professional Ethics  
Creating a Caring Science

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Curriculum

Teaching for Social Justice and  
Sustainable Development Across  
the Primary Curriculum  
Roundtable on Data Science  
Postsecondary Education  
New Directions for Student

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Leadership, Number 146

*The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science, Creating a Caring Science Curriculum: A Relational Emancipatory Pedagogy for Nursing reflects the paramount*

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*scholarship of Caring Science educators. This second edition intertwines visionary thinking with blueprints, exemplars, and dynamic direction for the application of fundamental principles. It goes beyond the conventional by offering a model*



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*that serves as an emancipatory, ethical-philosophical, educational, and pedagogical learning guide for both teachers and students. Divided into five units, the text addresses the history of the caring curriculum revolution and its powerful presence*

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*within nursing. Unit I lays the foundation for a Caring Science curriculum. Unit II introduces intellectual and strategic blueprints for caring-based education, including action-oriented approaches for faculty–student relations,*

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*teaching/learning skills, pedagogical practices, critical-reflective-creative approaches to evolving human consciousness, and power relation dynamics. Unit III addresses curriculum structure and design, the evolution of a caring-based college of*

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*nursing, caring in advanced practice education, and the development of caring consciousness in nurse leaders. It also features real-world exemplars of Caring Science curricula. Unit IV includes an alternative approach to clinical and course-based evaluation,*

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*and the text concludes with an exploration of the future of the Caring Science curriculum as a way of emancipating the human spirit. Each chapter is structured to maximize engagement with reflective exercises and learning activities that encourage*

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*the integration of theory and practice into the learning process. New to This Edition: Updated chapters, case studies, and learning activities Six new chapters that provide guidance on how to create a Caring Science curriculum Exemplars from institutions that have*

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*developed Caring Science curricula*

*Key Features: Provides a broad  
application of Caring Science for  
teachers, students, and nursing leaders*

*Features case studies of  
teacher/student lived learning  
experiences within a caring–loving*

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*pedagogical environment Encourages  
the integration of theory and practice  
into the learning process with learning  
activities and reflective exercises  
Distills the expertise of world-  
renowned Caring Science scholars  
Education for democratic citizenship*



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*and human rights education are vital for peaceful, sustainable and inclusive societies based on respect for the human rights of every person. Effective teaching and learning processes require well-trained teachers, positive learning*

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*environments and high-quality learning materials. This is underpinned by education policy, including curriculum development and review, which is the main focus of this book. The strengthening of education policies in the fields of education for*

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*democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization*

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*for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support states' commitment to fostering citizenship and human rights education and improving access*

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*to quality education for all.*

*The widely cited, though highly  
contested, idea that “the world is flat”  
(Friedman, 2004) carries with it a call  
for education to provide a leveling  
effect across continents and cultures  
Students in Skokie or in Skopje, as the*

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*theory goes, are expected to experience a school curriculum that shares certain common elements, goals, and purposes. Such a globalized view is not, however, without its complications. This book addresses some of the issues that arise when the*

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*transmigration of educational ideas occurs, with a particular eye toward the ethical dilemmas that curriculum workers face in international contexts. The authors who have contributed to this volume explore, through case examples and critical reflection, what*

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*happens when ideas that are drawn from one set of cultural norms and experiences is introduced into other cultural contexts. In many cases these are the stories of “donors” and “hosts,” of structured inequities of power and influence, of disparities in*



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*material resources, and, as expressed in one of the cases, the dynamics of the “colonizer” and the “colonized.” A recurrent theme concerns the challenges faced by educators working internationally to reconcile their own ethical predispositions toward equity*

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*and cultural responsiveness with certain tacit assumptions about the appropriateness or value of curriculum practices brought from the “developed” world for teachers and students in the “developing” world. How these dilemmas are navigated*

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*forms the content of this collection of reports from the field written by those who engage in this complex and important work. While the content of this volume is situated at the intersection between the field of curriculum studies and comparative*

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*education, it is fundamentally a book about curriculum. Most of the authors come from various disciplinary backgrounds with specializations in curriculum development in content areas such as social studies, geography, or mathematics. As*

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*“outsiders looking in” on the field of international education and with thoughtful reflections grounded in practice, the authors provide a new set of insights into the challenges of international curriculum work. Finally, since many of the questions*

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*raised by the work included here are ethical in nature, the book begins and ends with analyses that link the practical realities presented in the cases with contemporary philosophical thought. This, then, can be seen as the primary contribution of the book to*

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*the educational literature as it offers a careful and well-articulated synthesis of theory and practice in the field of international curriculum work. This publication would make an important contribution to courses in curriculum theory and practice,*

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*comparative and international education, and international development outside of the field of education.*

*This book offers nurse educators a single text that covers the curriculum development process alongside some*



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*examples of innovation in approaches  
to nurse education.*

*Technologies and Techniques*

*MCSL Building*

*Ethics and the Curriculum*

*Ethical Inquiry*

*The Challenges of Culture and*

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*Context*

*A Six Step Approach*

*Curriculum Development in Nursing  
Education*

***"This volume offers new  
approaches to equipping  
our student leaders with***

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***the skills, competencies,  
and courage to act in an  
ethical manner, even in  
the face of peer pressure,  
tradition, or convention.  
Each chapter includes:  
Ideas and strategies to***

***help student leaders  
become more ethically fit.  
Ways to challenge  
students to pursue what  
is ethical and right rather  
than simply avoiding what  
is wrong or illegal.***

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***Examples of words, phrases, and red flag situations, along with effective responses, that can be practiced and taught. Six different leadership models to help***

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***understand the dynamics and potentials of ethics-related leadership." from publisher's website.***

***Praise for Earlier Edition:  
"This is a detailed yet  
practical guide to***

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***planning, developing, and  
evaluating nursing  
curricula and educational  
programs. It provides a  
comprehensive and  
critical perspective on the  
totality of variables***

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***impacting curricular  
decisions...This book  
provides readers with a  
comprehensive overview  
of curriculum  
development, redesign,  
and evaluation***



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***processes...92 - 4 Stars"***  
***—Doody's Book Reviews***  
***The fifth edition of***  
***Keating's Curriculum***  
***Development and***  
***Evaluation in Nursing***  
***Education provides***

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***comprehensive, detailed coverage of developing a quality curriculum that addresses competencies and accreditation standards and, most importantly, prepares***

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***students to become first-rate professionals. It includes a timely discussion of the Covid pandemic and its sizable impact on nursing education, expanded***

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***coverage of online  
learning, a new chapter  
on developing curriculum  
for clinical environments,  
current examples of  
specific strategies in  
practice, updated AACN***

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***essentials, and an  
upgraded format that  
enhances readability.  
With step-by-step  
guidance and detailed  
case studies, the fifth  
edition provides essential***

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***content for nursing  
students and novice  
educators on how to  
develop a quality  
curriculum, while also  
helping advanced nursing  
educators and faculty to***

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***meet the challenges of a rapidly changing nursing education environment. Each chapter reinforces learning by providing an introduction, summary, and multiple clear***

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***objectives along with examples addressing specific teaching strategies—particularly clinical training and staff development. At the end of each chapter are***



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***separate sets of questions  
and learning activities for  
nursing faculty and  
graduate students. An  
extensive Faculty  
Resource package  
includes a course***

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***syllabus, suggested  
teaching strategies and  
resources, PowerPoints  
for each section, and  
supplemental and  
reflective student  
learning activities. New to***

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***the Fifth Edition New  
chapter on developing  
curriculum for staff  
development/nursing  
professional development  
specialists in clinical  
environments New***

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***chapter on taxonomies  
and development on  
critical thinking Updated  
information on distance  
education, online  
learning, informatics, and  
technology Updated***

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***information on course  
development strategies  
for application of  
learning theories,  
educational taxonomies,  
and team building  
Provides example of***

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***preparation for and  
participation in a virtual  
CCNE site visit  
implemented during the  
pandemic Updated AACN  
Essentials/Domains and  
application to curriculum***

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***development and  
evaluation Upgraded  
format including two-  
color design and  
improved readability Key  
Features: Offers the most  
in-depth coverage of***

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***nursing curriculum  
development Supports  
new faculty as they  
transition to academia  
Discusses the theories,  
concepts, and tools  
needed for curriculum***



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***development and program  
evaluation Describes the  
scope of academic  
curriculum models at  
every practice and  
academic level Weaves  
the concept of***

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***interdisciplinary  
collaboration in  
education throughout  
Includes an Instructor's  
Manual and PowerPoints  
Serves as a CNE  
certification review***

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***The chief executive officer (CEO) of a corporation and his or her executive team are responsible for the management of the business and its***

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***continued operating and financial success. The CEO and executive team are almost always highly compensated and the relative total compensation has***

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***mushroomed over time.  
Most of the compensation  
now is designed to be  
performance-based, but  
leading to charges that  
executives have  
incentives to manipulate***

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***corporate earnings and stock price in the short-term for their own self interests. The compensation at some companies became so egregious that***

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***compensation again  
became a major public  
policy issue subject to  
federal regulation.  
Executive Compensation  
focuses on the major  
topics related to***

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***executive***

***compensation—present,  
past, and future. First, is  
understanding what  
executive compensation  
is, including composition  
and objectives of pay***



***contracts. Second, how do specific compensation agreements affect corporate behavior and performance? Third, what are the major components, including***

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***how and what are  
accounted for and  
disclosed? How is  
compensation, especially  
executive compensation,  
accounted for—that is,  
what are the calculations***

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***and journal entries  
required? Fourth, what  
does historical analysis  
tell us about the topic,  
especially how  
contractual decisions  
have been made and what***

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***has worked. Finally, what is in store for the future—both expected compensation agreements and what the compensation incentives suggest for future***

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***corporate decisions on  
operations and  
accounting manipulation.  
First Published in 2011.  
This special issue of The  
Interpreter and  
Translator Trainer***

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***provides a forum for reflection on questions of ethics in the context of translator and interpreter education. Covering a wide range of training contexts and types of***

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***translation and  
interpreting, contributors  
call for a radically altered  
view of the relationship  
between ethics and the  
translating and  
interpreting profession, a***

***relationship in which ethical decisions can rarely, if ever, be made a priori but must be understood and taught as an integral and challenging element of***



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***one's work***

***Developing Ethics Course  
Curricula for  
Undergraduate Criminal  
Justice Students at the  
Community College  
Developing Ethical***

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***Leaders***

***An Emancipatory  
Pedagogy for Nursing  
Teaching Ethics Across  
the Management  
Curriculum, Volume III  
Character Development in***

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***Schools and Beyond  
Critical perspectives  
A Reconceptualist  
Approach***

"This is a detailed yet practical  
guide to planning, developing,  
and evaluating nursing

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curricula and educational programs. It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions...This book provides readers with a comprehensive

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overview of curriculum  
development, redesign, and  
evaluation processes...92 - 4  
Stars" --Doody's Book Reviews  
Reorganized and updated to  
deliver practical guidelines for  
evidence-based curricular

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change and development, the fourth edition of this classic text highlights current research in nursing education as a springboard for graduate students and faculty in their quest for research projects,

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theses, dissertations, and scholarly activities. It also focuses on the specific sciences of nursing education and program evaluation as they pertain to nursing educators. New chapters

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address the role of faculty regarding curriculum development and approval processes in changing educational environments; course development strategies for applying learning theories,



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educational taxonomies, and team-building; needs assessment and the frame factors model; ADN and BSN and pathways to higher degrees; and planning for doctoral education. The fourth

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edition continues to provide the detailed knowledge and practical applications necessary for new and experienced faculty to participate in essential components of the academic

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role—instruction, curriculum, and evaluation. At its core, the text discusses the importance of needs assessment and evidence as a basis for revising or developing new programs and highlights requisite

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resources and political support. With a focus on interdisciplinary collaboration, the book addresses the growth of simulation, how to help new faculty transition into the academic role, and use of

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curriculum in both practice and academic settings.

Additionally, the book describes the history and evolution of current nursing curricula and presents the theories, concepts, and tools

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necessary for curriculum development. Chapters include objectives, discussion points, learning activities, references, and a glossary. New to the Fourth Edition: Reorganized and updated to reflect recent

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evidence-based curricular  
changes and developments  
Highlights current research  
New chapter: Implementation  
of Curriculum – Course  
Development Strategies for the  
Application of Learning

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Theories, Educational  
Taxonomies, and Instruction  
Team-Building New chapter on  
Planning for Undergraduate  
Programs New content on  
Needs Assessment and the  
Frame Factors Model New



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content on Planning for  
Doctoral Education in Nursing  
New content on curriculum  
evaluation, financial support,  
budget management, and use  
of evidence Key Features:  
Supports new faculty as they

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transition to academe  
Addresses the need for  
preparing more faculty  
educators as defined by IOM  
report, the ACA, and the  
Consensus Model Describes the  
scope of academic curriculum

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models at every practice and  
academic level Threads the  
concept of interdisciplinary  
collaboration in education  
throughout Serves as a CNE  
Certification Review  
The past few decades have

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seen the increasing use of evidence in all aspects of healthcare. The concept of evidence-informed healthcare began in the 1990s as evidence-informed practice, and has since become widely

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accepted. It is also accepted that the training of medical graduates must be informed by evidence obtained from educational research. This book utilizes an evidence-informed approach to improve

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discipline-based undergraduate medical curricula. Discipline-based undergraduate medical curricula represent a widely adopted choice for undergraduate medical education around the world.

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However, there have been criticisms leveled against the discipline-based approach. One of the shortcomings cited is that students are insufficiently equipped to meet the challenges of today's

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healthcare. As a result, various strategies have been proposed. One option, currently in vogue, is the outcome-based approach, wherein the exit behaviors of medical graduates are explicitly examined and



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used to guide the educational process. The shortcomings present in discipline-based undergraduate medical curricula can be overcome by the strengths of these strategies. This book

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recommends improving discipline-based undergraduate medical curricula by combining several strategies, including the adoption of an outcome-based approach and the use of evidence-informed

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implementable solutions. The book is relevant for all faculty, administrators and policymakers involved in undergraduate medical education, and can also be used as a resource for faculty

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development.

"The past decade has seen a remarkable resurgence of interest in the teaching of ethics at both the undergraduate and professional school levels.

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Beginning in 1977, The Hastings Center, with the support of the Rockefeller Brothers Fund and the Carnegie Corporation of New York, undertook a systematic study of the teaching of ethics

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in American higher education. Our concern focused on the extent and quality of that teaching, and on the main possibilities and problems posed by widespread efforts to find a more central and

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significant role for ethics in the curriculum. As part of that project, a number of papers, studies, and monographs were commissioned. Moreover, in an attempt to gain some degree of consensus, the authors of

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those studies worked together as a group for a period of two years. The study presented here represents one outcome of the project. We hope and believe it will be helpful for those concerned to advance



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and deepen the teaching of ethics in higher education."--Foreword.

Developing an Online Educational Curriculum: Techniques and Technologies acts as a guidebook for

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teachers and administrators as they look for support with their online education programs. It offers teaching suggestions for everything from course development to time management and community

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building. The book is designed to provide information to help teachers work more effectively with online tools, develop course materials for existing online courses, work with the internet as a medium of

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education and complete daily activities - such as evaluating assignments, lecturing and communicating with students more easily. Administrators are also given support in their efforts to recruit, train, and

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retain online teachers, allocate resources for online education and evaluate online materials for promotion and tenure.

Curriculum Development for  
Medical Education  
A Dualistic Curriculum

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Intervention for College  
Students

A Practice-based Approach

A Compilation of Meeting  
Highlights

Ethics Teaching in Higher  
Education

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Teaching Ethics Across the  
Management Curriculum  
An Evidence Informed  
Approach

**This book features articles by more than twenty experienced teachers of ethics who are committed to the**

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**idea that ethics can and should be taught virtually anywhere in the education curriculum. They explore a variety of ways in which this might best be done. Traditionally confined largely to programs in philosophy and religion, the teaching of ethics has in recent**



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**decades spread across the curriculum education. The contributors to this book discuss the rationale for supporting such efforts, the variety of challenges these efforts face, and the sorts of benefits faculty and students who participate in ethics across the**

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**curriculum endeavors can expect. An overriding theme of this book is that the teaching of ethics should not be restricted to one or two courses in philosophy or religion programs, but rather be addressed wherever relevant anywhere in the curriculum. For example,**

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**accredited engineering programs are expected to ensure that their students are introduced to the ethical dimensions of engineering. This can involve consideration of ethical issues within particular areas of engineering (e.g., civil, mechanical, electrical, chemical) as**

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**distinctive segments of certain courses (e.g., those that focus on design problems), or as a full semester course in ethics in engineering. Similar approaches can be taken in nursing, medicine, law, social work, psychology, accountancy, management, and so**

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**on. That is, some emphasis on ethics can be expected to be found in broad range of academic disciplines. However, many ethical issues require careful attention from the perspectives of several disciplines at once, and in ways that require their joining hands.**

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**Recognizing that adequately addressing many ethical issues may require the inclusion of perspectives from a variety of disciplines makes apparent the need for effective communication and reflection across disciplines, not simply within them. This, in**

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**turn, suggests that faculty and their students can benefit from special programs that are designed to include participants from a variety of disciplines. Such programs will be a central feature of this book. Although some differences might arise in how such issues might best**

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**be discussed across different parts of the curriculum, these discussions might be joined in ways that help students, faculty, administrators, and the wider public better appreciate their shared ethical ground.**

**Of those in management education**



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**who debates whether business ethics should be taught as a stand-alone course or in an embedded manner, most recommend combining both approaches for optimal results. This book provides unique insights into the experience of seasoned academics who embed**

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**business ethics in teaching management theory and practice. Its multidisciplinary approach enriches its content, since the insights of our colleagues from within their fields are invaluable. It therefore complements other business textbooks. After general**

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**themes (curriculum integration, adult learning, learner commitment, and generation Y classrooms), this volume covers ethics and responsibility in people management, team building, change management; operations management, business law, and**

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**digital marketing  
communications. The book  
provides a platform to share  
experiences of teaching ethical  
profitability. It contributes to  
resolving concerns experienced  
when faculty wish to incorporate  
ethics into their teaching but feel**

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**they lack preparation or ideas on how to do it. The chapters describe each discipline briefly, raise the typical ethical issues therein, and suggest teaching strategies and exercises or projects. The 'developing versus developed country perspectives' sections may**

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**interest schools with high student diversity. The book also meets in-company training needs for attaining and sustaining an ethical culture.**

**The hallmark text for nursing faculty seeking to promote the transformative teaching of caring**

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**science, this book reflects the paramount scholarship of caring science educators. The volume intertwines visionary thinking with blueprints, living exemplars, and dynamic directions for the application of fundamental principles. It features emancipatory**

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**teaching/learning scholarship, and student/teacher, relation/evaluation models for adoption into education and practice regimens. Divided into five units, the text addresses the history of the caring curriculum revolution and its reemergence as a powerful presence within nursing.**



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**Unit II introduces intellectual and strategic blueprints for caring-based education, including action-oriented approaches for faculty-student relations, teaching/learning skills, emancipatory pedagogical practices, critical-reflective-creative approaches to evolving human**

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**consciousness, and power relation dynamics. The third unit addresses curriculum structure and design, the evolution of a caring-based college of nursing, the philosophy of caring-human science, caring in advanced practice education, caring as a pedagogical approach**

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**to nursing education, and teaching-learning professional caring based on Watson's theory of human caring. Unit IV explores an alternative approach to evaluation. The final unit explores the future of the caring science curriculum as a way of emancipating the human**

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**spirit, with caritas nursing as a transformative model. Key Features: Expands upon the premiere resource for maximizing caring science in education, research, and practice (Bevis and Watson's Toward a Caring Curriculum: A New Pedagogy for**

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**Nursing, 1989) Provides a broad application of caring science for graduate educators, students, and nursing leaders Features case studies from two leading U.S. and Canadian universities Distills the expertise of world-renowned scholars Includes reflexive**

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**exercises to maximize student  
engagement**

**At a time when society is  
demanding accountability from the  
medical education system and  
residency review committees are  
demanding written curricula, this  
book offers a practical, yet**

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**theoretically sound, approach to curriculum development in medicine. Short, practical, and generic in its approach, the book begins with an overview of a six-step approach to curriculum development. Each succeeding chapter then covers one of the six**

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**steps: problem identification, targeted needs assessment, goals and objectives, education methods, implementation, and evaluation. Additional chapters address curriculum maintenance, enhancement, and dissemination. Throughout, examples are used to**



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**illustrate major points. An appendix provides the reader with a selected list of published and unpublished resources on funding, faculty development, and already developed curricula.**

**A Relational Emancipatory  
Pedagogy for Nursing**

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**Teaching Ethics Across the  
Management Curriculum, Volume II  
Professional Development Program  
A Curriculum Resource  
Sex Ed for Caring Schools  
Curriculum Development and  
Evaluation in Nursing Education  
The Green Imperative**

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***The argument persists over whether ethical values can be taught after the formative years. At the same time, demand grows for the teaching of ethics courses as a part of the preparatory***

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***curricula for those who would be professionals and as an element in the continuing education of those who have already achieved professional status. Court records and records of disciplinary***

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***proceedings by professional societies contain ample cases to justify such urgings. This course, developed in the Murdough Center for Engineering Professionalism at Texas Tech University, relies***

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***heavily on the Mike Martin and Roland Schinzinger book, "Ethics in engineering," which is the primary reference for this course and which includes a number of case studies, a variety of supplemental***

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***materials, and references.  
This volume supports  
educators in integrating  
meaningful education for  
social justice and  
sustainability across a wide  
range of curricular subjects by***

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***drawing on educational theory, innovative pedagogical approaches and creative ideas for teaching and learning. Both practical and theoretical in its approach, it addresses subject areas ranging from***



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***mathematics to visual arts to language teaching. Chapters provide subject entry points for teachers seeking to embed social justice and sustainability principles and pedagogies into their work.***

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***Transferable across various areas of learning, a range of pedagogical approaches are exemplified, ranging from inquiry approaches to ethical dilemmas to critical relational pedagogies. Ready-to-use***

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***teaching exemplars, activities and resources address issues which are of interest and relevance to children's lives, including gender stereotyping, racism, heterosexism, climate change and species extinction.***

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***Practical guidance is provided on how to engage children in dialogue and reflection on these complex issues in a safe and ethical way. This accessible and unique volume is essential reading for***

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***student teachers, teachers,  
educational leaders, teacher  
educators and anyone  
interested in inspiring children  
to work towards creating a  
more socially just and  
sustainable world.***

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***A concern for the ethical instruction and formation of students has always been a part of American higher education. Yet that concern has by no means been uniform or free from controversy. The***

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***centrality of moral philosophy  
in the undergraduate  
curriculum during the  
mid-19th Century gave way  
later during that era to the  
first signs of increasing  
specialization of the***

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***disciplines. By the middle of the 20th Century, instruction in ethics had, by and large, become confined almost exclusively to departments of philosophy and religion. Efforts to introduce ethics***



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***teaching in the professional schools and elsewhere in the university often met with indifference or outright hostility. The past decade has seen a remarkable resurgence of the interest in the teaching***

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***of ethics, at both the undergraduate and the professional school levels. Beginning in 1977, The Hastings Center, with the support of the Rockefeller Brothers Fund and the***

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***Carnegie Corporation of New York, undertook a systematic study of the state of the teaching of ethics in American higher education.***

***Curriculum Development in Nursing Education, Second***

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***Edition continues its dedication to the advancement of nursing education, and in particular, to the ongoing development of relevant yet dynamic nursing education curricula. This Second Edition***

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***offers current, accessible, and comprehensive tips and tools and incorporates a balance of theoretical perspectives and practical applications. The Second Edition has been completely revised and***

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***updated and includes an expanded focus on developing a context-relevant curriculum. A major determinant in any nursing education curriculum is the context in which the curriculum is developed and***

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***offered. This context is the professional, societal, health care, and educational situations to which the curriculum must respond, and is what makes each school's curriculum unique. Curriculum***

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***Development in Nursing Education helps nurse educators create a program of study that will meet the contextual needs of their individual setting. What's New: Expanded focus on***



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***developing a context-relevant curriculum New sections on educational technologies, distributed learning, and curriculum evaluation. New chapters on preparing for external program review,***

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***building a curriculum, and  
evaluation of a curriculum.  
Environmental Issues in the  
Curricula of International  
Business  
Developing Workforce  
Diversity Programs,***

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***Curriculum, and Degrees in  
Higher Education***

***A Six-Step Approach  
International Perspectives on  
Humanizing Higher Education  
Dimensions of Teaching***

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***Business Ethics in Asia  
Process and Innovations  
Established in December  
2016, the National  
Academies of Sciences,  
Engineering, and Medicine's  
Roundtable on Data Science***

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**Postsecondary Education  
was charged with identifying  
the challenges of and  
highlighting best practices  
in postsecondary data  
science education.**

**Convening quarterly for 3**

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**years, representatives from academia, industry, and government gathered with other experts from across the nation to discuss various topics under this charge. The meetings centered on**

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**four central themes:  
foundations of data science;  
data science across the  
postsecondary curriculum;  
data science across society;  
and ethics and data science.  
This publication highlights**

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**the presentations and discussions of each meeting. Business Ethics is a derived copy from the Corporate Governance course previously published in Connexions. While many**



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**courses using this title place emphasis on applying classical philosophical and ethical theory, this course's approach is decidedly interdisciplinary and practical. It is not designed**

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**as a socio-humanistic  
elective, a service  
philosophy course, or even  
an applied philosophical  
ethics course but as a  
laboratory, skills-based  
course where students**

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**develop, practice, and refine decision-making and problem-solving strategies that they will carry with them into the world of business practice. Emphasis has been placed on**

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**responding to the four  
ethical themes identified by  
the AACSB ethics task force:  
Ethical Leadership, Ethical  
Decision-Making, Social  
Responsibility, and  
Corporate Governance.**

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**Modules include (1) theory building activities (responsibility, rights, virtue), (2) problem specification frameworks emphasizing socio-technical system building and**

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**analogies with design, (3)  
specific modules responding  
to AACSB ethics themes  
(moral ecologies, corporate  
social responsibility,  
corporate governance, and a  
history of the modern**

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**corporation) and (4)  
modules that provide the  
course with a capstone,  
integrative experience  
(Business Ethics Bowl, Social  
Impact Statement Reports,  
and Corporate Ethics**

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**Compliance Officer Reports).  
While a quick glance shows  
that this collection holds  
more modules than can  
possibly be covered in a  
single semester, this  
approach gives the user**



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**flexibility as to the method used for integrating ethics into the business administration curriculum. Modules can be recombined into different standalone courses such as business**

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**ethics, business/government /society, or environment of organizations. Since each module can be covered independently, they can be integrated into the business administration curriculum as**

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**specific interventions in mainstream business courses in areas like accounting, finance, management, information systems, human resources or office administration. (In**

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**fact many have been written for and tested in these circumstances.) Business Ethics has been developed through the NSF-funded project, "Collaborative Development of Ethics**

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**Across the Curriculum  
Resources and Sharing of  
Best Practices," NSF SES  
0551779.**

**This book explores the value  
of institutions of higher  
education in leading the way**

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**on the topic of sustainability education by ensuring that it is well entrenched in the curriculum as well as everyday practice and lifestyles.**

**If today's business schools**

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**are to fulfill their obligation to produce the managers of the future, academic training has to include environmental awareness. This book provides a better understanding of the**

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**dramatic implications that environmental concerns are having on the practice of business and on the teaching of business practices. It creates and enhances environmental**



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**awareness, fostering  
creative thinking in a  
manner consistent with the  
objectives of business  
schools. Environmental  
Issues in the Curricula of  
International Business**

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**discusses the necessity and criticality of environmental awareness to business practices in the 1990s and beyond, drawing a link between this information and its application to**

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**business curricula. Chapters discuss the many implications of the Green movement and increased environmental concerns on international business and how this affects the**

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**obligations of business  
educators. Additional  
chapters focus on  
environmental ethics and  
responsibilities. Some  
specific topics covered  
include: the effects of the**

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**green challenge to business schools in the light of the environmental needs of business organizations the impact of an ecological approach to the development of a**

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**sustainable economy a  
description of six potential  
avenues for academic  
business involvement in  
environmental business  
teaching, research, and  
service curriculum**

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**development incorporating  
the theme of environmental  
ethics in international  
business education a  
contrasting look at two  
models for including  
environmental ethics in the**

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**international business  
curricula This  
groundbreaking book  
emphasizes the  
responsibilities of educators  
and researchers for the  
inclusion of environmental**



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**consciousness in the present curriculum in business schools. Marketing and management academics, professionals specializing in the environment and ethics, and business school deans**

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**and university presidents  
will find this book a vital  
tool for incorporating  
environmental concerns into  
their curricula.**

**Business Ethics**

**Developing a Strong Ethics**

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**Curriculum in Nursing Using  
Multi-course Sequential  
Learning  
Ethics Across the Curriculum  
A Handbook for  
International Faculty  
Teaching Social Work Values**

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**and Ethics**

**Keating's Curriculum**

**Development and Evaluation  
in Nursing Education, Fifth  
Edition**

**Intellectual and Ethical  
Development**

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*This book shares with English readers Chinese theoretical and practical explorations of moral education curriculum for primary schools within the basic education curriculum reform project since 2001. The book expounds this moral education curriculum reform and focuses on three main ideas: The*

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*curriculum's aim is to enrich children's experiences and reflect their own lives; the curriculum's content is originated from children's lives; the curriculum's structure is developed from children's learning approach in their morality and social study. In this book, light is also shed on how to construct moral*

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*education textbooks, direct moral instruction, and moral teacher identity in the perspective of moral learning; how to knit law education and Chinese traditional culture education in moral curriculum. This is the first comprehensive book focusing on Chinese moral education curriculum reform. It*

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*will appeal to researchers, research students, and writers of moral education textbooks. It is also suitable for teacher training programs to help future teachers learn about moral education curriculum and help them effectively design and organize it for children's morality study. Principles and Applications*



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*Developing an Online Curriculum*

*Ethics Across the*

*Curriculum—Pedagogical Perspectives*

*Improving Discipline-Based*

*Undergraduate Medical Curriculum*

*Integrating Community Service into the  
Curriculum*

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*Explorations of Chinese Moral  
Education Curriculum and Textbooks*